Kyrene del Milenio

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

4630 E. Frye Road, Phoenix, AZ 85048
Kyrene Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS[1]

Elementary Achievement Profile (a)

2003-04	Performing
2002-03	Performing
2001-02	N/A

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	Met
2001-02	N/A

School Improvement Status (b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

(b) For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator :	Ms. Nancy Branch
Schedule :	7:15 AM to 3:45 PM
Grades :	Pre-K-5
2004 Enrollment :	597
Web Address :	www.kyrene.org
Phone Number :	(480) 783-3400
Fax Number :	(480) 705-4459
E-mail :	nbranc@kyrene.org

Mission

District:
We are committed to the achievement of individual academic excellence through high quality teaching, learning, and community involvement which results in students being well prepared to meet future educational challenges and to contribute to society.

School:
Kyrene del Milenio is an extradordinary school where all learners through dynamic opportunities will strive to reach their potential.

School / Academic Goals

Ü Increase student achievement in reading, writing and math.

Ü Challenge and support each student through differentiated content, products and instructional strategies in an environment where all students, staff, parents and community members feel safe.

Enrollment

October 1, 2003 School Year Student Enrollment :   535

Accepting New Students in 2004-05 Under Open Enrollment Law :[2]   Yes

Number of Students Attending Under Open Enrollment in 2003-04 :   63

Kyrene del Milenio

- All Day Kindergarten
- English Language Learner
- Special Education
- Gifted Education
- Art, Music, PE
- Technology Based Learning
- Preschool
- Academic and Literacy Specialists

Calendar Information

Number of Instruction Days : 179
Average Daily Instruction Time : 6 hours 20 minutes
First Day of School : 8/9/2004
Last Day of School : 5/25/2005

Shared Responsibilities

School

Milenio recognizes that parents are partners in the commitment to meet individual needs of students. The Milenio staff is committed to creating a dynamic and supportive learning environment in which academic excellence is achieved and where parents have an opportunity to be actively involved.

Parents

We believe that we must develop strong partnerships with parents, by encouraging parents to be involved in our school in many ways including: monitoring student progress; communicating often; visiting and volunteering in classrooms; volunteering/serving on committees; commitment to regular attendance and punctual arrival of children.

Transportation Policy

The Kyrene School District provides bus transportation for students who live one mile or more from school or who live where there are hazards such as major arterial streets and/or intersections. For safety reasons, parents are encouraged to supervise their children at the bus stop. Drivers are not permitted to drop students at any stop other than the regularly assigned stop unless a parent/guardian or school administrator provides written approval.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Project GOAL Award	2003
Winter Knowledge Masters Bowl Champs	2004

Kyrene del Milenio

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	2007	75509	98	98	100	538	550	521	12	5	13	14	14	23	27	31	33	47	50	31
All Students (Prior Year)	91	1945	75372	100	98	100	531	545	523	6	3	9	20	15	25	46	37	36	28	45	30
Female	42	980	37013	93	98	100	539	552	522	15	4	12	10	14	24	23	31	33	53	51	31
Male	41	1027	38430	100	98	99	536	548	521	8	5	14	18	15	22	32	31	33	42	49	31
African American	10	123	3660	83	98	99	506	516	496	20	11	24	10	27	31	50	33	28	20	29	18
Hispanic	11	288	30486	92	97	99	501	532	505	11	8	18	44	21	29	22	30	32	22	41	21
Asian/Pacific Islander	11	170	1780	100	98	98	566	573	549	0	1	5	0	9	13	40	27	33	60	63	50
American Indian/Alaskan Native	NC	40	4075	NC	100	100	NC	506	486	NC	19	28	NC	33	34	NC	25	26	NC	22	12
White	49	1375	35192	100	98	99	547	555	534	10	3	8	13	12	19	21	32	35	56	52	39
Students with Disabilities	12	193	9708	100	99	100	473	497	489	38	24	32	25	33	27	25	23	24	13	20	17
Students without Disabilities	71	1814	65801	97	98	98	545	554	525	9	3	11	13	13	23	27	32	34	51	52	33
Limited English Proficient Students	NC	41	16928	NC	100	100	NC	NA	485	NC	NA	29	NC	NA	33	NC	NA	26	NC	NA	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	16	256	36411				510	516	503	19	10	19	19	25	29	38	36	32	25	28	20
Non-Economically Disadvantaged	67	1751	39040				545	554	534	10	4	8	13	13	19	24	31	34	53	53	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	2005	75492	98	98	100	527	533	519	14	5	12	5	10	16	53	49	47	28	36	24
All Students (Prior Year)	92	1951	75221	100	99	100	525	536	523	6	2	8	16	9	16	59	59	56	20	29	21
Female	42	979	37014	93	98	100	533	536	523	13	4	10	3	8	15	55	48	48	30	40	27
Male	41	1026	38400	100	98	99	520	530	516	16	6	14	8	12	17	50	50	47	26	33	21
African American	11	124	3665	92	99	99	501	515	505	27	13	20	9	18	22	64	49	43	0	19	14
Hispanic	12	291	30438	100	98	99	519	523	508	20	6	17	0	14	21	60	55	47	20	25	15
Asian/Pacific Islander	10	167	1773	91	96	98	535	546	534	11	2	4	0	6	10	44	38	50	44	53	36
American Indian/Alaskan Native	NC	40	4081	NC	100	100	NC	504	498	NC	14	25	NC	31	26	NC	42	40	NC	14	8
White	48	1374	35177	100	98	99	534	536	528	9	4	8	6	8	13	51	49	49	34	38	31
Students with Disabilities	13	194	9707	100	100	100	480	501	495	56	26	33	22	21	21	11	36	33	11	17	13
Students without Disabilities	70	1811	65785	96	98	98	533	536	522	9	3	10	3	9	16	58	50	49	30	38	26
Limited English Proficient Students	NC	40	16905	NC	100	100	NC	NA	489	NC	NA	34	NC	NA	28	NC	NA	32	NC	NA	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	16	258	36302				513	515	507	19	12	18	6	16	21	75	54	46	0	18	14
Non-Economically Disadvantaged	67	1747	39164				530	536	528	13	4	8	5	9	13	47	48	48	35	39	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	82	1993	75053	96	98	99	620	650	597	9	4	7	10	7	12	73	71	72	8	18	9
All Students (Prior Year)	90	1913	73654	100	97	99	532	544	530	5	4	9	16	9	13	71	76	70	9	11	7
Female	42	973	36872	93	97	99	635	682	621	10	3	5	10	3	9	68	70	74	13	24	12
Male	40	1020	38109	100	98	99	605	618	573	8	6	10	11	10	14	78	72	69	3	12	6
African American	11	124	3636	92	99	99	587	606	568	9	8	12	36	13	16	45	69	67	9	9	6
Hispanic	NC	284	30235	NC	95	98	NC	634	575	NC	5	9	NC	8	14	NC	75	70	NC	13	6
Asian/Pacific Islander	11	166	1768	100	95	98	667	711	651	0	3	3	10	3	5	80	57	72	10	37	19
American Indian/Alaskan Native	NC	39	4044	NC	98	99	NC	590	550	NC	9	13	NC	9	17	NC	71	66	NC	11	4
White	49	1373	35028	100	98	99	623	651	613	8	4	6	6	6	10	77	72	73	8	18	11
Students with Disabilities	13	192	9625	100	99	100	496	531	530	22	19	21	44	20	21	33	58	55	0	2	4
Students without Disabilities	69	1801	65428	95	97	98	637	659	604	7	3	6	6	6	11	78	72	73	9	19	10
Limited English Proficient Students	NC	39	16765	NC	98	100	NC	NA	525	NC	NA	17	NC	NA	20	NC	NA	60	NC	NA	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	17	257	36077				602	597	566	18	10	10	12	13	16	71	69	69	0	7	5
Non-Economically Disadvantaged	65	1736	38950				626	657	618	7	4	5	10	6	9	73	71	73	10	19	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Kyrene del Milenio

5th Grade

Mathematics

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	2065	76019	99	98	100	527	534	499	6	4	14	32	25	39	6	13	14	55	58	33
All Students (Prior Year)	102	2076	76230	100	97	100	522	528	498	2	3	12	30	25	38	17	13	12	51	60	37
Female	28	989	37207	93	98	100	535	534	499	4	2	12	30	25	41	7	14	14	59	58	33
Male	50	1073	38677	100	98	100	525	535	498	8	5	15	33	25	38	6	12	13	53	59	34
African American	14	145	3817	100	97	100	495	496	475	29	11	23	21	43	47	7	14	11	43	32	18
Hispanic	11	294	29458	92	97	100	540	513	480	0	5	20	36	39	48	0	14	12	64	42	20
Asian/Pacific Islander	NC	156	1673	NC	98	99	NC	563	531	NC	1	4	NC	14	29	NC	10	14	NC	74	53
American Indian/Alaskan Native	NC	52	4735	NC	100	100	NC	505	466	NC	15	28	NC	35	49	NC	13	10	NC	38	13
White	45	1403	35880	100	97	100	531	541	515	2	3	7	36	21	32	9	13	16	53	63	45
Students with Disabilities	NC	185	9786	NC	99	100	NC	471	457	NC	25	39	NC	52	40	NC	7	7	NC	16	13
Students without Disabilities	74	1880	66233	99	98	99	534	539	503	3	2	11	32	23	39	7	13	14	58	61	35
Limited English Proficient Students	NC	44	15206	NC	100	100	NC	471	459	NC	22	31	NC	56	53	NC	0	7	NC	22	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	12	278	35714				503	497	480	8	8	20	25	48	47	17	15	12	50	29	20
Non-Economically Disadvantaged	67	1787	40266				532	540	513	6	3	9	34	22	33	5	12	15	55	62	43

Reading

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	2069	76020	100	98	100	505	516	503	17	10	25	23	18	23	51	51	40	9	21	12
All Students (Prior Year)	100	2074	76202	98	97	100	513	519	505	11	6	19	20	16	24	53	56	46	17	23	11
Female	29	992	37213	97	98	100	505	519	504	14	9	22	21	18	23	57	51	42	7	22	13
Male	50	1074	38666	100	98	100	505	513	501	18	12	29	24	18	22	47	50	38	10	20	12
African American	14	146	3819	100	97	100	495	501	494	36	23	37	21	26	26	43	46	31	0	6	6
Hispanic	12	294	29442	100	97	99	506	506	494	8	17	37	17	27	26	67	42	31	8	13	6
Asian/Pacific Islander	NC	157	1672	NC	98	99	NC	530	513	NC	8	12	NC	11	19	NC	48	49	NC	33	20
American Indian/Alaskan Native	NC	52	4735	NC	100	100	NC	510	489	NC	22	48	NC	24	25	NC	45	24	NC	8	3
White	45	1405	35890	100	97	100	508	518	511	11	7	15	27	16	20	51	53	48	11	23	18
Students with Disabilities	NC	185	9784	NC	99	100	NC	488	485	NC	48	58	NC	22	19	NC	27	19	NC	2	4
Students without Disabilities	75	1884	66236	100	98	99	508	518	504	11	8	23	25	18	23	55	52	42	10	22	13
Limited English Proficient Students	NC	44	15198	NC	100	100	NC	480	483	NC	80	59	NC	10	25	NC	10	14	NC	0	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	13	278	35703				497	499	494	23	23	37	31	28	26	46	41	31	0	7	6
Non-Economically Disadvantaged	67	1791	40274				506	518	509	15	9	17	22	16	20	52	52	47	11	23	17

Writing

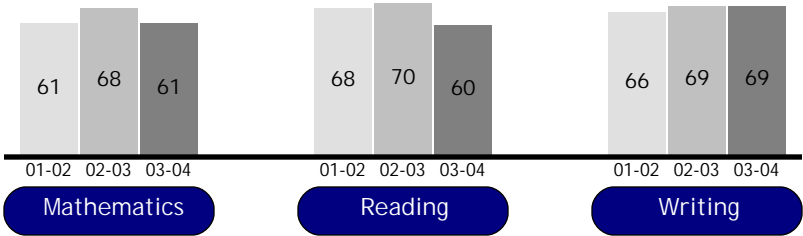| Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	2061	75673	98	98	100	543	581	530	8	5	12	23	16	25	65	69	58	4	10	4
All Students (Prior Year)	100	2048	74692	98	96	99	519	528	502	9	6	18	22	19	27	55	60	47	14	15	8
Female	28	990	37099	93	98	100	574	603	548	0	2	8	18	11	22	79	74	64	4	13	6
Male	49	1069	38441	98	97	99	533	561	513	10	6	16	27	21	29	58	66	52	4	7	3
African American	13	144	3791	93	96	99	486	544	506	23	14	18	38	20	29	38	60	50	0	5	3
Hispanic	12	293	29305	100	96	99	532	561	507	8	4	16	8	20	31	83	70	51	0	6	2
Asian/Pacific Islander	NC	155	1665	NC	97	99	NC	622	573	NC	3	6	NC	8	16	NC	69	67	NC	20	10
American Indian/Alaskan Native	NC	52	4707	NC	100	100	NC	521	492	NC	8	19	NC	27	33	NC	63	46	NC	2	1
White	45	1403	35760	100	97	99	563	586	550	2	3	9	22	15	21	69	71	64	7	10	6
Students with Disabilities	NC	185	9706	NC	99	100	NC	486	462	NC	24	36	NC	31	32	NC	44	31	NC	2	1
Students without Disabilities	73	1876	65967	97	98	99	548	588	536	6	3	10	24	15	25	67	71	60	4	11	5
Limited English Proficient Students	NC	43	15115	NC	98	100	NC	478	471	NC	22	26	NC	33	38	NC	44	35	NC	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	12	277	35541				486	531	504	17	12	17	42	24	31	42	60	50	0	4	2
Non-Economically Disadvantaged	66	1784	40091				554	588	550	6	4	9	20	15	21	69	71	64	5	11	6

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Kyrene del Milenio

3rd Grade Proficiency

	Mathematics			Reading			Writing		
	01-02	02-03	03-04	01-02	02-03	03-04	01-02	02-03	03-04
	72	74	74	74	79	81	83	80	81

5th Grade Proficiency

	Mathematics			Reading			Writing		
	01-02	02-03	03-04	01-02	02-03	03-04	01-02	02-03	03-04
	61	68	61	68	70	60	66	69	69
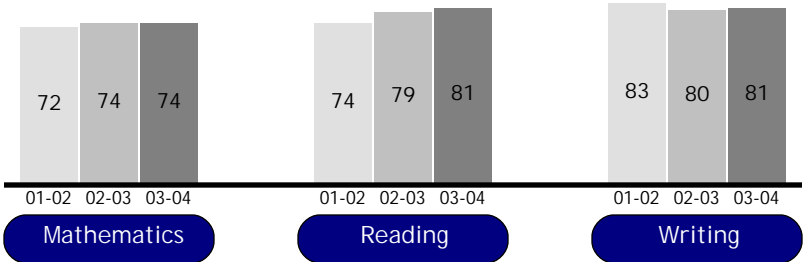
The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

Kyrene del Milenio

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination		
	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

 The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

 Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

 Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Kyrene del Milenio

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	99	48	58	44	95	61	67	50	91	55	NA	58
	Language	99	43	56	39	100	57	60	43	97	50	60	50
	Mathematics	99	55	68	52	100	68	75	57	97	65	76	64
3	Reading	98	56	64	43	98	59	70	47	94	63	NA	55
	Language	98	61	70	50	100	69	72	54	93	70	72	61
	Mathematics	99	55	71	50	100	70	76	54	98	74	78	61
4	Reading	95	61	69	47	99	67	73	52	100	66	NA	56
	Language	95	57	63	45	99	63	65	48	99	62	66	52
	Mathematics	95	67	74	52	98	74	77	57	100	77	78	61
5	Reading	91	58	67	46	95	64	71	50	97	67	NA	55
	Language	91	57	61	43	99	60	65	46	99	64	65	49
	Mathematics	94	72	78	54	97	80	82	57	99	77	83	63

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (- -) to indicate "no data available."

Kyrene del Milenio

School Site Council

Council Composition	Council Duties
2 School Administrator(s)	Ü School Safety
1 Non-certified Employee(s)	Ü School Goals - Review of Data
3 Teacher(s)	Ü Community Survey
3 Parent(s)	Ü School Improvement Plan
1 Community Member(s)	
0 Student(s)	

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.50	Teacher	46.00
Other Professional Staff	4.50	Teacher Aide	5.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	3	0	0
4 to 6 years	6	8	0	0
7 to 9 years	1	8	0	0
10 or more years	1	6	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	21
Core academic classes taught by Highly Qualified (NCLB) teachers.	81
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

Ü District Technology Training Center

Ü Multimedia Center/Library

Extracurricular Activities

Ü Before School Child Care Program

Ü After School Child Care Program

Ü After School Enrichment Clubs

Ü Adult Community Enrichment Classes

Social Services

Ü Access to KSD Family Resource Center

Ü Health Services

Ü Lunch Programs

Ü ASU Educational Partnership/Classes

Ü Home School Program

Kyrene del Milenio

School Achievements/Accomplishments 2003-04

Ü Life skills are implemented schoolwide. At-risk life skill groups continue for students. An alternative recess program has been implemented to support students in use of life skills.

Ü Milenio students will increase their understanding of mathematical concepts and applications. A daily Wake Up Math Program will continue to be implemented in all classrooms.

Student Activity Rates for School Year 2003-04

	% School	Arizona % K-6	% 7-8	% 9-12
Attendance Rate [4]	94	95	93	95
Transfers Out [5]	0	21	20	24
Transfers In [6] (Within District)	--	2	2	2
Transfers In [7] (Out of District)	0	10	9	9
Promotion Rate [8]	99	98	98	94
Retention Rate [9]	1	1	1	5
Dropout Rate [10]	--	NA		3
Status Unknown [11]	--			2
Graduation Rate [12]	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	70	74
Grades 3-4	80	76
Grades 4-5	61	81

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches)   Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

Kyrene del Milenio

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The Site-Based Council Safety Committee and the staff has implemented some of the following in an effort to ensure a safe and healthy learning environment: alternative recess program to help address anger management, conflict resolution, bullying, cooperation, and problem solving; production of a safety video; Jewish Family Community Services small group sessions; lifeskills program; Six Steps to a Trouble Free Playground.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

| 0 |

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	B. Volkmann/N. Branch	(480) 783-3400
Transportation Policy	Charles Keane	(480) 783-4230
Community Resources	Karin Crider	(480) 783-4177
School Nutrition Programs	Jeri Page	(480) 783-3496
Parent Organization	L. Abney	(480) 783-3400
Student Health/Nurse	Kathy Lunt	(480) 783-3484

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Kyrene del Milenio

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity.
NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages   X   .0318   Per page   X   597   Copies   = $228.00

** If total cost of printing = $0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.